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REPORT OF THE VOCATIONAL GUIDANCE SEMINARS, SUMMER 1965, AN OVERVIEW AND EVALUATION OF VOCATIONAL GUIDANCE SEMINARS PREPARED FROM STATEMENTS MADE BY MOST OF THE PARTICIPATING GUIDANCE COUNSELORS.

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DESCRIPTORS- *SEMINARS, *COUNSELORS, *OCCUPATIONAL GUIDANCE, VOCATIONAL EDUCATION, *PROGRAM EVALUATION, OHIO,

FOUR VOCATIONAL GUIDANCE SEMINARS WERE CONDUCTED FOR 3 WEEKS WITH TWO SEMINARS AT THE OHIO STATE UNIVERSITY AND TWO AT KENT STATE UNIVERSITY. THE PARTICIPANTS WERE CERTIFICATED SCHOOL COUNSELORS ACTIVELY ENGAGED IN GUIDANCE POSITIONS IN SCHOOLS IN OHIO WHICH HAVE PROGRAMS OF VOCATIONAL EDUCATION. THIS REPORT IS AN EVALUATION OF THE SEMINARS, AND THE SUGGESTIONS GIVEN SHOULD PROVIDE GUIDELINES FOR THE PERSONS RESPONSIBLE FOR CONDUCTING SUCH SEMINARS IN THE FUTURE. EVALUATION FORMS WERE SENT TO PARTICIPANTS, AND 53 PERSONS RESPONDED. THE INSTRUCTIONAL TOPIC THAT PROVED TO BE OF MOST INTEREST WAS PUBLIC RELATIONS. THE OPPORTUNITY TO WRITE REAL NEWSPAPER ARTICLES OR INFORMATIONAL BROCHURES WAS CONSIDERED AN IMPORTANT ACTIVITY. THE TOPIC OF VOCATIONAL PHILOSOPHY NEEDS TO BE CAREFULLY DEFINED, PRESENTED, AND DISCUSSED DURING THE SEMINARS. ONE CRITICISM WAS THE OVERLAPPING OF CONTENT BY SEVERAL DIFFERENT SPEAKERS. IT WAS RECOMMENDED THAT THE DAILY SCHEDULE BE VARIED SO AS NOT TO KEEP THE PARTICIPANTS IN REGULAR CLASSROOM SESSIONS TOO LONG. THE NUMBER OF FIELD TRIPS SHOULD BE INCREASED. MORE TIME SHOULD BE PROVIDED FOR THE GROUP MEMBERS TO EXCHANGE IDEAS ABOUT THEIR OWN PROGRAMS. ADDITIONAL RECOMMENDATIONS AND EVALUATIONS ARE INCLUDED. CONCERNS LISTED BY COUNSELORS PRIOR TO THE SEMINARS AND THE EVALUATION FORM ARE INCLUDED IN THE APPENDIX. (PS)

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REPORT

OF THE

VOCATIONAL GUIDANCE SEMINARS

SUMMER 1965

An overview and evaluation of Vocational Guidance Seminars prepared from statements made by most of the participating guidance counselors.

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INTRODUCTION

Four Vocational Guidance Seminars, involving approximately seventy-five counselors, were conducted during the summer of 1965, with two seminars on the campus of The Ohio State University and two on the campus of Kent State University. The seminars were each three weeks in length, and designed to serve twenty counselors in each session. Content and format of the seminars were developed by Dr. Herman J. Peters of The Ohio State University, Dr. Russell Getson of Kent State University, and Mr. James L. Angel, State Supervisor of Ohio Testing Services, representing the Division of Guidance and Testing, State Department of Education. The seminars were sponsored by the Division of Vocational Education, Dr. Byrl Shoemaker, Director, and were financed by the Vocational Education Act of 1963. Grateful acknowledgment goes to Dr. Shoemaker and the Vocational Education staff for including school guidance counselors in their plans for providing better trained personnel to work with students in vocational education. The evident success of the Guidance Seminars, as will be indicated in the following report, was largely possible through the contribution of time from both Vocational Education and Division of Guidance and Testing staff members. Both service divisions provided several staff members who took an active part in presentations for each one of the seminars, and this help is gratefully acknowledged. We are equally grateful to university personnel and visiting lecturers for their contributions to the total program.

The evaluation that follows concentrates on those problems that were listed most frequently by participants in the seminars. Suggestions are included to be given consideration for changes in next year's program. These suggestions provide some guide lines for the persons responsible for the conducting of such seminars in the future.

Development of Seminar Program

The Seminar program was developed in the spring of 1965 by Dr. Herman J. Peters, Dr. Russell Getson and Mr. James L. Angel. The description that follows is taken largely from the original proposal submitted to Dr. Byrl Shoemaker, Division of Vocational Education, in order that permission and authority might be given to operate the Seminars.

Four three-week Seminars were approved, two at The Ohio State University in June and July, and two at Kent State University in July and August. A maximum of twenty certified counselors were sought for each Seminar, making a total of eighty for the four Seminars. A total of seventy-three counselors attended, with the smallest of the sessions being the fourth Seminar which was held on the Kent State University campus during the three weeks prior to the opening of the fall public school sessions. It had been originally planned to have all Seminars completed by August 19, but a conflict in the summer campus program caused a delay. This contributed markedly to the low attendance for the final session.

The staff for the Seminars was comprised mainly of college faculty members who received a specified salary for the services rendered. In addition, staff members from the Division of Guidance and Testing and the Division of Vocational Education took time from their regular assignments to lead class sessions or to make presentations at each of the Seminars. Guest lecturers spoke on related topics. These included several nationally known persons in the guidance field as well as prominent persons from successful programs within the State of Ohio. A schedule of fees was established for the various guest speakers who made presentations for the Seminars.

Books and various other resource materials were provided for the Seminars from the original budget. Each counselor was given the 1965 Yearbook, Part I, entitled Vocational Education, from the National Society for the Study of Education. Several copies of each of various prominent writings in the guidance vocational fields were provided for the counselors' reference library. These books, as well as many other appropriate materials, were made available as resource information for the counselors.

Objectives of the Seminar

Theme: Increasing the school counselor's effectiveness in the guidance of youth in vocational education

The seminar was designed to assist the participants:

1. To understand the nature of vocational guidance theory with particular relevance to vocational education.

2. To develop positive attitudes toward the total spectrum of the world of work with particular reference on those occupational fields requiring skill and technical training.

3. To become more fully acquainted with authoritative occupational information about the work fields under the general rubric of vocation education.

4. To develop some competency in the use of identification procedures of the vocational potential of students.

5. To gain insight into operative programs of vocational education.

6. To gain insight into counseling and group procedures of vocational guidance.

7. To become sensitive to the importance of and ways to better public relations about vocational education.

8. To develop plans for implementation of ideas gained from this seminar to be used in one's school setting.

Participants

1. Certificated school counselors actively engaged in guidance positions in schools in Ohio where at least one recognized program of vocational education is operative. A stipend of $55.00 per week was provided each participant to cover costs of room and board.

2. Those wishing graduate credit in The Graduate School from Kent State University or The Ohio State University could do so, but they had to use their own initiative in meeting all requirements and fees separate and apart from the Seminar. Kent State University allowed five quarter credit hours, and The Ohio State University allowed four quarter credit hours.

Size

The group was to consist of twenty certificated Ohio school counselors selected by the Division of Guidance and Testing, State of Ohio Department of Education, in cooperation with the seminar leader from the appropriate university.

Instructional Program

The instructional program reflected the concept of professional school counselor preparation in accordance with tentative but recommended standards of the American Personnel and Guidance Association. The focus was on attitudinal improvement based on substantive knowledge mediated through the seminar approach to learning.

The instructional program consisted of the following:

1. Vocational Guidance Theory - 5 sessions.

   Changing concepts of vocational guidance, dignity of work, the need for vocational education, the concept of total personal involvement, the developmental sequence of career exploration, decision and development.

2. Vocational education philosophy - 2 sessions.

   Provide the philosophic base for a more complete understanding of the vocational education concept, emphasizing the realistic approach to the education of young people by preparing them for the world of work through vocational training programs.

3. Vocational legislation - 2 sessions.

   Make counselors aware of the impact of federal legislation as it effects the guidance field, and to bring about an appreciation for the opportunities provided through such aid for increased research and expanded programming.

4. Admissions and Orientation - 7 sessions.

   Study the latest methods and techniques available for the identification of students for vocational programs. Discussion of interests, aptitudes, abilities as they relate to vocational programs and student placement. Practical ways in which young people can be properly orientated to vocational training programs to help with adjustment, decision-making, and developing an awareness of the world of work.

5. Occupational Information - 5 sessions.

   A comprehensive review of the resources available to the counselor for presenting occupational information to students, including discussion of appropriate group and program techniques that make effective use of such resources.

6. Ohio Vocational Programs - 15 sessions.

   A survey of some of the major vocational programs existing in the State of Ohio today, in order to provide a practical understanding of operational systems, and to become familiar with the varied approaches to vocational training. Presentation of the five areas of vocational training offered in Ohio, with special emphasis on on-the-job-training and work experience.

7. Public Relations - 3 sessions.

   Stress the effectiveness of public relations in providing a supportive climate for vocational education, emphasizing approaches, materials, and content that make for better understanding by community, staff, parents, and students.

8. Student Motivation - 5 sessions.

   Study of motivational problems of students as related to success or failure in vocational training programs. Help to bring about a better understanding of motivational problems and their effect on student behavior in course selection, performance, and attitude. Discussion of dignity of work, and relationship of interest, aptitudes and reality of opportunity to motivation.

9. Program and Student Evaluation - 5 sessions.

   Emphasis on importance of evaluation of program and students with discussion of evaluation techniques and methods, and means of applying results to improve programming and student guidance. Use of longitudinal studies, opinion surveys, job criteria, and coordinator-employer judgment.

10. Vocational Counseling - 5 sessions.

    Major concepts of vocational counseling with discussion of approaches, purposes, and relationship to other counseling areas. Special emphasis on counseling as a means to acquaint students with the dignity of work, and providing means by which students can acquire a better understanding of themselves.

11. Group Procedures - 5 sessions.

    Discussion of group processes as related to vocational education, revealing the effectiveness of group procedures in acquainting students with vocational knowledge necessary for self-understanding, awareness of world of work, and occupational information.

12. Intra-Disciplinary Seminar Three Friday Afternoons - 2 hours each.

    Bringing together the ideas, resources, and knowledge gained during the week into a meaningful, related whole, through the combined meetings of staff and students under the supervision of a discussion leader.

13. Development of Program Proposal - Workshop Project.

    Using own situation, counselor will analyze local needs, socio-economic and cultural setting, and develop recommendations for comprehensive vocational guidance program in home school.

Facilities and Materials

Classroom facilities were provided on each campus. Reading materials were made available both through the college library and the classroom. Teaching aids of various kinds were available to instructors and counselor participants.

Campus housing and eating facilities were made available to participants, although it was not required that they live on campus during the seminars.

Application for Admission

Interested counselors were asked to write for applications for the seminars to Mr. Angel, Division of Guidance and Testing, State Department of Education, who coordinated the four seminars in cooperation with the University directors, Dr. Peters and Dr. Getson.

Applicants were asked to complete a formal application and a statement of experience, and to secure a written recommendation from an immediate supervisor. A letter from an administrator evidencing the counselor's employment in an Ohio school for the ensuing year was also required to assure that counselors attending were to be employed in schools with vocational programs for the coming year.

THE EVALUATION INSTRUMENT

The evaluation form, reproduced in Appendix A, was completed by counselors at the final session in order to obtain their reaction to the seminar in relation to goals and concerns which they had listed on their "Applicant's Statement of Experiences," requested at the time of their application. They were asked, on the "Applicant's Statement," to list goals and concerns related to vocational guidance which they would like to have considered in the three-week sessions. Then, on the evaluation form, they were asked to state whether or not these issues had been covered during the time of the seminar.

Criticisms of the mechanics of operation and suggestions for improvement of the seminars were requested. Counselors were also asked to evaluate each topic supposedly covered during the sessions, by explaining what they liked or disliked about the presentations in relation to knowledge gained and the value of the specific topic.

The final item on the evaluative instrument asked for a global evaluation of the program in order to gain an overall impression of the seminars from each counselor. Four categories were listed, ranging from "exactly what I needed," through "generally helpful," "very little help," to "I gained nothing of value for the time spent."

The Evaluation Procedure

No sophisticated evaluation process was established for these seminars. First, time did not permit the development of a thoroughly designed evaluation program and, second, the main purpose was to gain impressions from counselors attending that might give guide lines for future vocational guidance seminars.

It is safe to say that the Vocational Seminars were considered a definite success by the majority of the counselors in attendance. Forty-six of the fifty-three counselors who responded on the evaluation forms stated that the goals they had indicated in their Applicant's Statement of Experience had been met during the three-week period of the seminar. More than half of the counselors who had responded to the evaluation indicated that the concerns which they held about vocational guidance before coming to the seminars had been quite adequately handled during the course of the seminar, although there were many reservations indicated, showing that all concerns were not necessarily discussed during the seminars.

Appendix B lists twenty-three concerns, gathered from the applicant's statement prior to the beginning of the seminar. Of the topics listed for discussion, Item 5, (a full discussion of each of the vocational programs presently offered in the State of Ohio) received by far the most favorable comments from counselors. This attests to the excellent work by each of the Vocational Education supervisors in presenting for each seminar group the five major vocational training areas in detail. One of the most valuable contributions of the seminar has been the exposure of counselors to vocational education personnel and the opportunity for interaction through discussion and questioning.

Many of the topics were listed as being discussed appropriately and adequately during the seminar. For the purpose of this evaluation, and in order to give guide lines for another year, the topics that were not considered as adequately covered are listed here.

1. Item 7, from Appendix B, dealing with the broad field of vocational education and present trends, was apparently not covered to the satisfaction of quite a few of the group.

2. Many counselors expressed a desire to do more visitation to local industries and vocational training programs in order that they might be able to observe vocational education training programs as well as industrial relationships and meanings.

3. Disappointment was expressed several times because more vocational education directors from local school systems had not been included in the presentations. Counselors wished for them to be present that they might find out just what was expected from the counselor regarding vocational guidance and counseling.

4. Several topics relating to practical aspects of vocational guidance, such as the obtaining of information on vocational training institutions, accreditation, effective group procedures for disseminating information, testing and test usage in vocational guidance, ways to

assist parents, and similar practical helps were not included as much as several counselors would have liked.

Before concluding this section, it should be pointed out that these are by no means majority criticisms. These are merely some of the expressed concerns that counselors did not consider had been met during the time of the seminar. It seems highly unlikely that it would ever be possible to cover all concerns during the course of such a program, but having these concerns for guide lines should assist the instructional staff in preparing the materials to be presented.

Criticisms of General Operation of the Seminar

Probably the major criticism about the operation of the sessions had to do with the length of the day. As many as seven hours in one day were spent in the classroom, and this proved to be too much. General consensus was that the seminars could have been improved by interspersing several more field trips, and to allow more time for discussion among the group. There was a definite belief by many counselors that the approach taken to the structure of the seminar was too didactic, and that it would have been much better if there could have been more interchange with experts, more opportunity to talk to people in the field, and more participation by industry, as has already been indicated.

There was a rather prevalent feeling that it would have been better to have an accelerated schedule, spend less time in classroom discussions on theoretical topics, and spend more time "on the go." Quite a few of the participants indicated that a two-week intensive seminar involving the activities mentioned above would have been better than to "string out" so many different subjects and topics for discussion as originally devised.

There is no question but that counselors wanted to be upgraded in vocational guidance techniques and knowledge, and the thirst for practical helps and information was very apparent. It was especially important to several counselors that vocational philosophy be included in the seminar, and there was a feeling that this particular topic was not pursued far enough. Many counselors still believed that they did not know the "why" of vocational education, let alone offering the vocational guidance necessary. The lack of knowledge of vocational education was admitted and was very apparent among many counselors. There is no question but what this topic needs to be carefully defined, presented, and discussed during the period of the seminars.

Instructional Program Evaluation

The instructional topic that proved to be of most interest to the greatest number of counselors was the one on public relations. Counselors, almost without exception, believed that this particular assistance was of most practical value to them. The opportunity to write real newspaper articles, or informational brochures, seemed to be very helpful and the participants considered that this had been an important activity.

As mentioned earlier the vocational education presentations by Vocational Education supervisors was very well accepted. The major criticism was that there was an overlapping of content by the several different speakers. It may be that a little different approach can be used another year to offset duplication of materials.

Most counselors agree that the various topics were fairly well handled, but there was a definite belief that vocational education philosophy was not adequately presented. It was also indicated that there was not enough attention paid to the intra-disciplinary seminars on Friday afternoons. Many counselors desired to have more time allotted to open discussion of ideas within the counseling group.

The reaction to the other areas of discussion tended to be quite varied. There was considerable evidence that the types of materials covered in the counselor education program, such as group procedures, vocational theory, and related topics might not be too crucial to the seminar approach.

There is a definite need to concentrate on the vocational guidance theme. It appears that counselors will react favorably as long as they are being exposed to new concepts and challenging ideas in the field of vocational education.

General Evaluation

The general evaluation by the counselors on the total seminar indicated that most of the vocational guidance presentations were successful. Of the four positions on the rating scale, thirty-six of the fifty-three respondents stated that the seminars were generally helpful. Seventeen, or the balance, stated that it was "exactly what I needed." Needless to say, no one indicated that the seminars were of "very little" or "no help." This final evaluation suggests that the seminars did not fully satisfy the persons attending, but it appears that the positive effects of attending such a vocational guidance seminar are going to be considerable.

SUMMARY

In general, counselors found that the four Vocational Guidance Seminars conducted during the summer of 1965 have been beneficial for the development of their strengths in vocational guidance. Opinions were divided on the values of some parts of the seminar program, but the exposure to vocational education through presentations by supervisors and guest lecturers, and the use of field trips was enthusiastically endorsed. It was evident that there was a "shying" away from the traditional classroom experience. The participants expressed a genuine desire to be exposed to practical helps, and to exchange ideas with people in the vocational education field as well as among the participants themselves.

RECOMMENDATIONS

The following recommendations are posed for consideration in the development of next year's program.

1. Keep vocational education and vocational guidance as the central focus of all activities. Persons with good vocational knowledge and practical experience in the field seem to better meet the needs of participants. Didactic instructions should be carefully tailored so that they may focus on the most pertinent aspects of vocational education such as philosophy and related topics.

2. Specific assignments to guest lecturers might help to cover some of the material in a more pointed and practical way.

3. Balance the daily schedule for participants so that there may be an interspersing of library time, discussion periods, field trips, lecturers and regular classroom sessions. Do not keep participants in one position too long. There seems to be a desire to "keep moving."

4. Increase the number of field trips, remembering that counselors expect these to be carefully planned and to include appropriate places. The few field trips included this year proved to be very popular with the participants and they considered this a very important part of the total program.

5. Summertime is not a good time to find vocational education directors who might be available to speak to the group, but there was a desire that more people actually involved in vocational training programs be invited to participate. Where possible, visits to vocational schools would be appreciated, but the availability of such centers in actual operation may be limited and will have to be carefully planned.

6. Include the Ohio State Employment Service in the regular program. For some reason this was overlooked, and yet this organization has a very important contribution for this particular group of people. Other considerations might be union representatives, apprenticeship representatives, and other people from applicable fields.

7. Provide more time for the group members to exchange ideas about their own programs. It is evident that participants were anxious to have greater interaction, and time should be provided in the schedule for this.

8. Consider a more orderly display, and possibly a much greater display, of various types of information that is valuable to the counselor working in the vocational education field. Good reference material seems to be very important to counselors.

9. Increase stipend in order to make it more feasible for counselors to take time off from other activities to attend seminars. Possibly an amount more commensurate with the institute pattern would be more helpful in attracting counselors to such training programs.

10. Consider the possibility of bringing participants in the 1965 seminar program into a two or three day refresher session in the summer of 1966. Many counselors expressed an interest in this, and believed that it would give them a good opportunity to evaluate the use that they had made of knowledge gained through this summer seminar.

11. Coordinate all presentations so that there is no overlap of material in the discussions.

12. Consider ways in which the vocational education curriculum can be related more directly to vocational guidance. Counselors sense a need to probe more deeply into the vocational education offerings that they might better understand vocational programs and how they can meet the needs of children.

13. If there are to be papers prepared for the seminar requirements, consider including them in the discussion periods. Presentations of papers prepared by members of the group could probably have produced some good discussion, if they had been selected for their applicability to the vocational field.

14. Consider the possibility of more emphasis on placement procedures for high school and technical school programs. Many counselors stated that they could not do an adequate job in the placement of students because they were not sufficiently familiar with the processes of an organized placement service.

CONCLUSIONS

It is hoped that the foregoing fourteen suggestions will be helpful in the planning of vocational guidance seminars for another year. The success of these 1965 seminars can be attributed to the fine spirit of the counselors attending the sessions, as well as the dedicated effort of the many staff members and guest speakers who took part in the sessions. Without reservation, it can be emphatically stated that the adequacy of this particular series of seminars certainly justifies the continuation of such programs for school counselors in the State of Ohio.

Appendix A

EVALUATION FORM – VOCATIONAL GUIDANCE SEMINAR

Ohio State: First ☐ Second ☐ Kent State: First ☐ Second ☐

1. Using your "Applicant's Statement of Experience" please respond carefully to the following questions:

   a) Were the goals you specified in Item 2 achieved by your attendance at this seminar? Detail the reasons for your answer, whether you answer "yes" or "no".

   b) Do you feel that the concerns you listed in Item 3 were adequately covered during this seminar? Detail the reasons for your answer.

2. Give your major criticisms of the general operation of the seminar - i.e., the total length, the daily time schedule, organization of presentations and classes, library and material resources, topics covered, etc.

3. Give your suggestions for improvements - i.e., more field trips?, greater use of seminar periods?, etc.

4. The following topics were to be covered during the seminar. Give your honest reaction to each phase, with a statement to explain what was either good or poor about the presentations. State in what ways the specific presentation could be improved.

a) Vocational Guidance Theory -

b) Vocational Education Philosophy -

c) Vocational Legislation -

d) Admissions and Orientation -

e) Occupational Information -

f) Ohio Vocational Program Presentations (general impression) -

g) Public Relations -

h) Student Motivation -

i) Program and Student Evaluation -

j) Vocational Counseling -

k) Group Procedures -

l) Intradisciplinary Seminar (Friday P.M. Session) -

5. General Evaluation of Total Seminar: (Check one)

Generally helpful ☐ Very little help ☐ Exactly what I needed ☐

I gained nothing of value for the time spent ☐

APPENDIX B

Concerns Listed By Counselors Prior to Seminar

1. How do we determine students' abilities in conjunction with vocational programs? What are screening and selection procedures that can be used in working with students who can possibly benefit from vocational education?

2. Discussion of testing, types of tests, and interpretation in assisting students in making proper decisions and helping with placement for personnel workers.

3. A full discussion of the resources available to guidance personnel and students, covering all areas of concern -- such as career, placement, occupational information, training schools, etc.

4. A discussion of the help that can be given to students in scheduling and planning curriculum. How extensively can the counselor be involved in decision-making, and what are some of the approaches and services that the counselor can offer?

5. A full discussion of each of the vocational programs presently offered in the state of Ohio.

6. Whac types of preparation and how much preparation should students have for the vocational programs?

7. Discuss vocational education, and the present trends that are affecting it, as well as the implications for vocational guidance. Such areas as automation, cooperation between industry and vocational training programs, the relationship for vocational education and urban youths, etc.

8. A special emphasis should be paid to the work with disadvantaged youths, since a good many replies concern this particular area. Dropout rate in high schools and what impact vocational guidance and vocational education can have on it, the relation of present day Peace Corps and Job Corps opportunities and vocational training, and any other implications that come up due to this present day emphasis on disadvantaged youth.

9. A full discussion of post high school training opportunities in local high schools, special trade schools, industry, community colleges, etc.

10. Discussion of personal growth and self-development factors, and the contribution that vocational guidance processes can make to this important area.

11. Best ways to present information about vocational programs to parents and the general public. Need to know "how," but also "what" should be presented.

12. The printed material that is available for vocational counseling, especially related to the research already done and the research needed. This request does not pertain to occupational-information type material, but rather professional resources for counselor development.

13. Discuss the ways in which counselors can help encourage non-college bound students, as well as those planning college but who would possibly benefit more from a vocational training program, to consider vocational training.

14. The study of problems involved in vocational counseling, such as the role and the function of a vocational counselor, the procedures for setting up new programs in vocational counseling, methods and ways of improving our present programing in vocational counseling, and methods of evaluating such counseling processes.

15. Discussion on ways that counselors can work out with administration and schools a program for personal visitations to local vocational schools, since many counselors do not have appropriate or adequate time in which to make such visits. Discuss how break-through might be accomplished to help counselors know the quality and adequacy of the different types of vocational and trade schools that are available for student training.

16. Special emphasis should be given to vocational counseling for slow learners, including adults of slow-normal range. Also consider special assistance for young people who are fast learners, and how they fit into a vocational counseling program which so often includes a large number of slow learning students.

17. Describe the special skills, techniques, and types of information needed by counselors who work in separate vocational schools. This has to do especially with those counselors that are separated from the general curriculum, and will be working more exclusively with vocational students. This relates some to the paragraph No. 14 above, but is concerned with the more specific attention to vocational counselors training and how they relate with general programs.

18. What are the areas of vocational training available to girls through Home Economics, as well as the other trade areas? There seems to be some concern about the fact that most vocational training is basically "boy-centered."

19. What implications and what additional aid can we expect from the Federal financial aid that is being made available at this present time? This is especially of concern to counselors who are going to have to assume leadership in local communities in order to bring about more adequate utilization of Federal resources.

20. What are the vocational training areas presently being carried on in the State in secondary schools? This refers to vocational training programs at the high school level, not offerings in the high school for post high school students. Will be covered to some extent by vocational education division members.

21. What cooperation is there between school and employment service, and in what ways does the Bureau of Vocational Rehabilitation help schools in working with students? What other resources are especially meaningful to vocational counselors?

22. Discuss in detail the use of group work in orientation, as well as

general processes to be used in working with large numbers of students. Describe the group process in such a way that practical examples and illustrations could be utilized during the seminar sessions.

23. What proportion of time could the vocational counselor hope to spend in individual counseling work, since it seems that vocational students do require much more attention? Is there any need for a study of the counselor role in relation to work load, and if so, has anything been done up to this time?